

INTENT To meet::

- AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. Gain confidence in expressing own Lines of Argument.
- AO2: Analyse ways in which meanings are shaped in literary texts. Become confident to forensically analyse texts in LSF.
- AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. To develop understanding and evaluation of the 'typicality' of texts.
- AO4: Explore connections across literary texts. To ensure wider reading supplements a timeline understanding and evaluative comparison.
- AO5: Explore literary texts informed by different interpretations. To develop critical thinking and ensure looking at texts from different viewpoints.

Bilton School Planning for Progress over Time Programme of Study

The bigger picture:

"All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised." National curriculum in England September 2013
 The English Curriculum is built around a love of literature and creativity. We aim to deliver a broad spectrum of texts and authors to our students to enable students to appreciate how texts from the past influence 21st century to give them a grounding for the demands of the 21st century. We introduce and embed critical reading and sophisticated vocabulary to make our students confident and articulate readers and writers in order to fully participate in society and communicate their ideas and feelings so that they are well understood.

IMPLEMENTATION

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13 English Literature	Teacher 1 Feminine Gospels (Paper 2) Teacher 2 NEA	Teacher 1 Feminine Gospels (Paper 2) Teacher 2 Unseen Poetry (Paper 1) Autumn 2: PPE 1 Paper 1 – ALL, Paper 2 HT and FG, + Unseen Prose	Teacher 1 A Streetcar Named Desire (Paper 2) Teacher 2 Unseen Poetry (Paper 1)	Teacher 1 A Streetcar Named Desire (Paper 2) Teacher 2 Revision of timelines/ Unseen elements Spring 2: PPE2 Paper 1 -ALL Paper 2 - ALL	Teacher 1 Revision of Paper 2 texts Teacher 2 Revision of Paper 1 texts Paper 1 AM 13 th May 2026	Exams Paper 2 AM 1 st June 2026
Progress and Achievement	Feminine Gospels: FAR: Examine the view that Duffy presents history as something harmful to women MA: Examine how Duffy address how women's voices have been silenced or ignored in history? FA: Examine Duffy's presentation of female suffering across time NEA Final Draft Deadline:: First Monday after half term	Feminine Gospels: FAR: Examine the view that all the poems in FG are a cry of rage and frustration MA: Some critics suggest that despite its central position 'The Laughter of Stafford Girls' High' has nothing in common with the rest of the collection. To what extent do you agree? Unseen Poetry: FAR - "Blake's poem encompasses the seriousness of anger and wrath, whereas Shakespeare's hatred is more humorous." In light of this comment, compare how love and relationships are presented in both poems. MA - Addonizio's poem is a celebration of 'individuality within relationships' whereas Shelley regards relationships as a 'state of merging'. Compare and contrast the presentation of relationships in light of this comment. PPE1 = FA	A Streetcar Named Desire: FAR : How does <i>A Streetcar Named Desire</i> explore the clash between the Old South (represented by Blanche) and the New America (represented by Stanley) MA: How are Stanley Kowalski and the Commanders in "The Handmaid's Tale" similar in their exercise of power and control? FA: What are the key differences in the way Blanche and Offred attempt to maintain their identities? Unseen Poetry: FAR: Egan's poem offers a light-hearted view of relationships whereas Donne writes about a typically spiritual and romantic union. Compare and contrast the presentation of relationships in light of this comment. MA: It has been said that while Jonson loved his son for seven years and Thomas his wife for fifty, they both feel their loss in similar ways. Compare and contrast the presentation of love and loss in these poems in light of this comment. FA: 'Both speakers blame their own strong feelings for the pain of failed love.' In the light of this view, compare and contrast the presentation of the pain of failed love in the following poems.	A Streetcar Named Desire: MA: What are the different forms of control and manipulation used by the dominant forces in each text? FA: How do these texts challenge readers to think about the nature of power, control, and the human condition Revision: First far: How is young love presented in The Magic Toyshop. MA: Explore how forbidden love is presented in 'The God of Small things. (TGST extract) FA: How are relationships presented in the opening of Jude the Obscure? (Jude and Arabella extract)	Revision Paper 1: Bespoke assessments Revision Paper 2: Bespoke assessments	
Homework	Set every week (essay or research) and a wider reader project	Set every week (essay or research) and a wider reader project	Set every week (essay or research) and a wider reader project	Set every week (essay or research) and a wider reader project	Set every week (essay or research) and a wider reader project	
Literacy (including reading)	Reading Vocabulary: 2/2 and 3/3 words per lesson Wider Reading Project to be handed in at the end of every half term.	Reading Vocabulary: 2/2 and 3/3 words per lesson Wider Reading Project to be handed in at the end of every half term.	Reading Vocabulary: 2/2 and 3/3 words per lesson Wider Reading Project to be handed in at the end of every half term.	Reading Vocabulary: 2/2 and 3/3 words per lesson Wider Reading Project to be handed in at the end of every half term.	Reading Vocabulary: 2/2 and 3/3 words per lesson Wider Reading Project to be handed in at the end of every half term.	
Cultural Capital	Medieval Literature – Post Modern Literature Classics	Medieval Literature – Post Modern Literature Classics	Medieval Literature – Post Modern Literature Classics	Medieval Literature – Post Modern Literature Classics	Medieval Literature – Post Modern Literature Classics	
Social, Moral, Spiritual and Cultural Development	Wider reading: A0 sheets for each NEA text	Wider Reading:: The World's Wife (Carol Ann Duffy)/ Whitsun Weddings (Philip Larkin)	Wider Reading: The Bell Jar (Sylvia Plath)/ Songs of Innocence and Songs of Experience (William Blake)	Wider Reading: Revision (W H Auden/ J Betjemen)	Wider Reading: Revision	

Fundamental British Values	Equality, the Rule of (social) Law, Individual Liberty, Democracy	Equality, Democracy, Individual Liberty	Mutual respect and tolerance, Equality, Democracy, Individual Liberty	Individual Liberty	Mutual respect and tolerance, Equality, Individual Liberty	
End Points for each unit:	<p>NEA: Contextual influences reception How meaning is shaped Themes and symbolism Comparison skills Time management and planning answers Writing in an academic, critical register Different interpretations Typicality of form, structure or language features Key terminology</p>	<p>Feminine Gospels (Paper 2) To develop: an understanding of: Post Modern textual influences The role of feminism The role of patriarchy Evaluate context Evaluate class and symbolism Evaluate the changing role of religion and outside characters Explore the female voice and male gaze Look at themes, symbolism and meaning through detailed analysis</p>	<p>Unseen Poetry (Paper 1) To develop an understanding of: Features of different time period on subject matter and reception – typicality (A03/4) Contextual influence on writers How meaning is shaped (A02) – Form, structure and language Symbolism, extended metaphors and conceits (A02) Writing in an academic, critical register and dealing with AO5(A01) Key terminology (A02) Time management</p>	<p>A Streetcar Named Desire (Paper 2) To develop an understanding of: Modern Time and American Historical influences Role of gender, patriarchy and the female voice To understand the difference in attitudes among the American Countryside and South and North Class and impact of wealth status Consider and explore characterisation Consider symbolism and motifs within the text Consider and evaluate relationships Evaluate critical views</p>	<p>Timelines and Unseen elements (Paper 1 and 2 To develop and understanding of: Placing within context Exploring texts and meaning through exploration of LSF Using wider reading to inform meanings Considering alternative views to form strong LOAs</p>	
IMPACT:	To ensure students think freely and critically, engaging and entertaining others' views and interpretations.					